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DESCRIPTORS *Abstracts; *Annotated Bibliographies; Educational Programs; *Exceptional Child Education; Mentally Handicapped; *Program Descriptions; *Trainable Mentally Handicapped

ABSTRACT

The selected bibliography of programs for trainable mentally handicapped children contains approximately 50 abstracts and associated indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of November, 1973. Abstracts are chosen using the criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), and how to order "Exceptional Child Education Abstracts" (an order blank is provided) in which the abstracts are originally published. Also, front information includes a list of terms searched to compile the bibliography and a list of journals from which articles are abstracted for the bibliography. Publication dates of documents abstracted range from 1963 through 1972. (MC)

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TRAINABLE MENTALLY HANDICAPPED-PROGRAMS

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 640

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

EC 060 703

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

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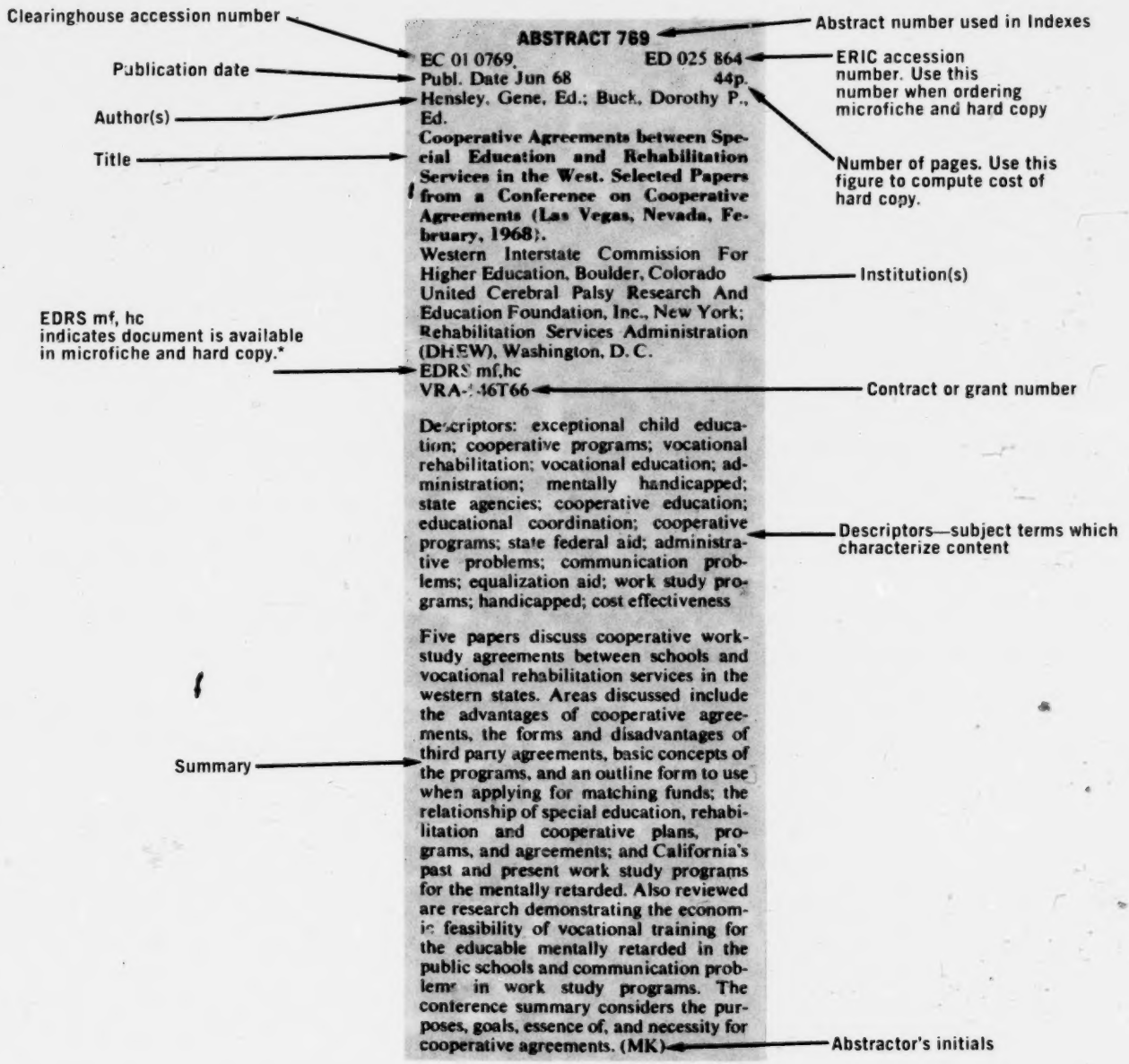
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ABSTRACT 769
Abstract number used in Indexes
Publication date
EC 01 0769.
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-[illegible]46T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Index terms used to retrieve information on *Trainable Mentally Handicapped Programs* from the Center's computer file of abstracts are listed alphabetically below:

Educational Programs
Mongolism
Program Budgeting
Program Coordination
Program Costs
Program Description
Program Design
Program Development
Program Effectiveness
Program Evaluation
Program Planning
Program Proposals
Trainable Mentally Handicapped

JOURNALS USED

Abstracts of journal articles from the following periodicals appear in this bibliography:

Education and Training of the Mentally Retarded, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Mental Retardation, American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015

TEACHING Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volume I-V, No. 1.

ABSTRACTS

ABSTRACT 10078

EC 01 0078 ED 012 985
Publ. Date May 66 103p.
Role of the Cottage Personnel in Residential Care Facilities.
National Assn. for Retarded Children, New York, New York.
American Assn. of Mental Deficiency, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; personnel; mentally handicapped; attendants; inservice programs; attendant training; residential care; residential centers; trainable mentally handicapped; educable mentally handicapped; child care; federal aid; custodial mentally handicapped; medical services; supervisory education; supervisors; grants; program descriptions; teaching methods; inservice education; attitudes; Colorado; E R Johnstone Center; National Institute of Mental Health; Columbus State School; Southern Regional Education Board

Focusing on the cottage attendant as an educator and rehabilitator in residential centers, these papers presented at the 89th meeting of the American Association of Mental Deficiency in June 1965 discuss training programs for attendants and supervisors of attendants. Objectives and techniques from the Columbus State School (Ohio) and the Pinehurst State School (Louisiana) are cited and interrelationships between ward personnel and professional staff are examined. A survey made at the Rainier School (Washington) and the Fircrest School (Washington) reports counselor attitudes toward duties and relationships to parents. Available resources for the study and establishment of inservice training programs through National Institute of Mental Health programs, procedures used for review of grant applications, and suggestions for those applying for grants are outlined. The attendant counselor program at the Colorado State Home and Training School (Wheat Ridge) is discussed in terms of growth, content of program, and an evaluation. A 27-page outline of topics and teaching methods is presented. Evaluation of the program was conducted by means of a questionnaire. Ratings of topics in the training program are presented along with planned changes. Reference lists or bibliographies accompany several of the articles. (CF)

ABSTRACT 10114

EC 01 0114 ED 014 823
Publ. Date Mar 63 126p.
Tobias, Jack
Training for Independent Living, a Community Program for Severely Retarded Adults.
Association for Help Retard. Child., New York, New York
National Inst. of Ment. Health, Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child research; community programs; mentally handicapped; vocational rehabilitation; trainable mentally handicapped; day care programs; custodial mentally handicapped; demonstration programs; educable mentally handicapped; adults; occupational therapy; program evaluation; program planning; self care skills; travel training

An occupational day center for mentally retarded adults was established to provide community services for retarded persons who live at home and, although beyond school age, are unable to participate in sheltered workshop activities. The staff included a director, a social worker, five instructors, a training supervisor, an office worker, and a psychologist (part-time). Over a 3-year period, 83 clients were accepted into the program with about 55-60 being enrolled at one time. Average age at admission was 21 years (few clients were over age 30), and IQ's ranged from 15 to 65 with a mean IQ of 36. About 80 percent had attended public school special classes. Specific training included travel training, grooming and self care, orientation to the community, domestic skills, and remunerative work. Simple academic instruction included reading signs, telling time, and using money. Statistical tests with data from the clients produced these findings. There was a significant relationship (.01 level using T test) between intelligence and the ability to benefit from travel instruction. There was a significant relationship (.001 and .05 levels for various IQ groups using tests) between intelligence test score and the number of work units produced per hour. Mongoloid clients were significantly less productive (.05 level using test) in a continued work activity than their intellectual peers in other etiologic groups. The San Francisco Social Competency srores of clients are presented. Sample evaluations of trainees and sample case studies are included. Descriptions of the daily program and relationships with parents, professional groups, and the public are given. (JZ)

ABSTRACT 10330

EC 01 0330 ED 012 541
Publ. Date Jul 66 53p.
Policy and Procedure for a Vocational Education Work-Study Program for Severely Mentally Retarded Pupils.
Santa Cruz Co. Off. of Educ., Calif.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; administration; vocational education; program planning; trainable mentally handicapped; work study programs; project applications; secondary grades; adolescents; administrator responsibility; federal aid; administrator guides; Vocational Education Act of 1963; P.L. 88-210

The Santa Cruz County Program for Vocational Education of trainable mentally handicapped students is outlined in terms of the staff and their responsibilities. Sample forms are illustrated. A second section of the document presents information to assist local school systems in the preparation of applications for a vocational education work-study project under the Vocational Education Act of 1963 (P.L. 88-210). Program requirements and purposes, student eligibility, employment conditions, funding, and other topics are stipulated. Detailed guidelines for completion of the work-study application form and the budget application are presented along with a sample agreement between city and school district and a sample application for funds. Details about the Santa Cruz County Work-Study Program, its students, work stations, and finances are outlined. (CG)

ABSTRACT 10400

EC 01 0400 ED 014 826
Publ. Date 63 21p.
Type B Programs for the Trainable Mentally Handicapped in Michigan.
Michigan State Dept. of Pub. Instr., Lansing
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; administration; trainable mentally handicapped; program guides; admission criteria; adolescents; children; community services; educational equipment; parent counseling; program administration; teacher certification; teacher aides; teaching guides; scheduling; program evaluation; class size; special services; Lansing

Administrative practices, including eligibility criteria and evaluation of the trainable mentally handicapped, teaching certification requirements, and the duties of teacher aides, are discussed in this guide. Housing, including equipment and supplies, is described. Other topics include daily schedules for older and younger groups, class size, counseling with parents, and program evaluation. Extra services, including community involvement, health and social agencies, and professional assistance, are described. Other factors, such as transportation, tuition, and state aid, are presented. A bibliography of 39 references for both lay and professional workers is included. (VO)

ABSTRACT 10503

EC 01 0503 ED 022 270
Publ. Date Nov 65 139p.
Katz, Elias
An Independent Living Rehabilitation Program for Seriously Handicapped Mentally Retarded Adults. Final Report.

San Francisco Aid Retarded Children, California
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-902-P

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; program planning; adjustment (to environment); educable mentally handicapped; trainable mentally handicapped; interpersonal competence; young adults; vocational training centers; community programs; program evaluation

The Independent Living Rehabilitation Program provided non-residential community rehabilitation to meet the personal, vocational, and social needs of seriously mentally handicapped young adults. After both an initial and an 8-week evaluation period, 75 enrollees were admitted for up to 2 years of training. Of the 75, 57 percent were classified as educable, 40 percent as trainable, and the remainder as mild (IQ over 75). Half were under 20 years of age. Of the 56 enrollees who completed the program's work-training experiences and social services, 13 were vocationally rehabilitated and 23 were placed in the Adult Training Center with only limited provision for gainful employment. Although there was no change in social competency ratings, some improvements were noted in a greater independence, the use of social services, and global ratings. Information on the program is given concerning influences, admission, referral sources, enrollees, and effect. Areas of program organization detailed are direct and supportive services, training and social services, the community, staffing and administrative tasks, and program evaluation procedures. Also provided are a 53-item bibliography, 27 tables (on the enrollees' characteristics, backgrounds, and progress ratings), three case studies, and a social competency rating scale. (BW)

ABSTRACT 10629

EC 01 0629 ED 024 189
Publ. Date (65) 55p.
Vanston, A. Rorke and Others
Design of Facilities for the Mentally Retarded; Diagnosis and Evaluation, Education and Training, Living Units. Hospital and Medical Facilities Series.
Public Health Service (DHEW), Washington, D. C., Division of Hospital and Medical Facilities
EDRS mf
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.35).

Descriptors: exceptional child services; mentally handicapped; program planning; facilities; physical facilities; facility guidelines; day care programs; residential programs; sheltered workshops; architectural programing; ancillary services; construction costs; clinical diagnosis; medical services; residential care; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped

Elements of architectural planning of new physical facilities for the mentally retarded detailed include programing and writing the project program. Design concepts are considered, and the following are specified: types of physical facilities with sample floor plans; elements of physical facilities, such as staff offices, activity areas, living units, and ancillary areas; basic planning consideration; and construction costs. A chart treats four levels of retardation; tables suggest areas for various facilities and recommend lighting levels. A bibliography cites 23 items. (LE)

ABSTRACT 10887

EC 01 0887 ED 012 523
Publ. Date 66 41p.
Team Teaching with the Trainable Child, a Pilot Program.
Worcester Public School, Massachusetts
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; teaching methods; curriculum; team teaching; trainable mentally handicapped; pilot projects; children; program evaluation; program planning; program administration; program guides

An evaluation of the curriculum and organization of the Bloomingdale School for Trainable Children, Worcester, Massachusetts, was made by a committee including teachers, the principal, and an administrator of special education. The literature on team teaching of the handicapped was surveyed. The Slover School, Fontana, California, was used as a model for proposed changes. General objectives, advantages and disadvantages, sample time schedules, and class assignment tables are given for the planned interchange of children according to abilities and needs. Basic objectives are noted. The curriculum is developed about a fluid program geared to the development of social competence in five teaching areas--art, home arts, language, music, and readiness. General and specific aims and suggested activities are listed for each area. Planning and evaluation are stressed in developing team teaching. Photographs of the activities and a 49-item bibliography are included. (GB)

ABSTRACT 10926

EC 01 0926 ED 026 770
Publ. Date 30 Jun 66 89p.
Hastbacka, Edwin A.
Development of an Occupational Training Center for the Mentally Retarded. Final Project Report.
Worcester Area Occupational Training Center for the Mentally Retarded, Massachusetts
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-AG-977 P-977-D

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; community programs; program planning; prediction; educable mentally handicapped; trainable mentally handicapped; adjustment (to environment); employer employee relationship; sheltered workshops; day care centers; vocational followup; employee attitudes; multiply handicapped

The Occupational Training Center prepared mentally retarded young adults (over age 15, IQ range 30 to 70, average IQ 55) who were beyond regular schooling for competitive employment. The training program consisted of 60 to 90 mentally and multiply handicapped students per year (35 at a time) and used subcontracts from local businesses. The retardate's initiative or ambition was found to be the most important factor for predicting future job success and the most important person to work with to insure permanency after job placement was the shop foreman. Followup indicated that over 100 who were employed in a 4-year span have been working from 30 days to 3 years and earn $1.25 to $2.75 per hour, a permanent employment rate of 50%. Aspects of the Comprehensive Care Center are described: the Occupational Training Center, a nursery for public school preparation, a day care program, a prolonged employment shop, and social development and recreational programs for all groups. Guidelines for administrative planning and duties are included. (SN)

ABSTRACT 11307

EC 01 1307 ED 016 314
Publ. Date 65 46p.
Painter, Genevieve
Physiological Analysis of Camp Activities in Selected Kennedy Foundation Sponsored Camps for the Mentally Retarded.
Illinois University, Urbana, Institute for Research On Exceptional Children
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; recreation; adults; day camp programs; educable mentally handicapped; models; program effectiveness; program evaluation; program improvement; psycholinguistics; recreational activities; recreational programs; summer programs; trainable mentally handicapped; camping; Kennedy Foundation

Recreational activities observed at six summer day camps (representative of 26 such camps sponsored by the Kennedy Foundation) are reported. Each camp was visited and the first 25 activities presented were analyzed by one of two theoretical models. The model for meaningful (cognitive) activities was used to rate activities in terms of interpretative input (auditory, visual, haptic), meaningful integration (auditory-vocal, auditory-motor, visual-vocal, visual-motor, haptic-vocal, haptic-motor), and expressive output (vocal, motor, vocal-motor). The model for imitative (automatic) activities was used to rate activities in terms of automatic sensory input (auditory, visual, haptic), imitative integration (rhythm, spatial relations, laterality, body image, and non-meaningful auditory-vocal, auditory-motor, visual-vocal, visual-motor, haptic-vocal, haptic-motor), and performance output (imitative

vocal, motor, vocal-motor). Also each activity was rated on effectiveness in gaining campers' attention, sequencing instruction, success of performance, types of motor requirements, and types of social interaction. A camp description and an activity analysis are presented for each of the six camps. A summary table compares the activity component analyses. Results indicate that imitative activities were most frequent in all camps, haptic input occurred only occasionally, motor output was most frequent, most frequent integration components were visual-motor and auditory-motor, few activities were sequenced instructionally in small steps, and cooperative play was seldom observed. Suggestions for activity modifications include raising the level of activities from imitative to meaningful, diversifying inputs and outputs, diversifying integration, increasing attention span, developing sequenced instruction in small steps, and increasing social interactions. Examples of possible modifications for each of the above are given. A table listing activity commonality among all six camps is included. (RS)

ABSTRACT 11525

EC 01 1525 ED 029 427
Publ. Date 68 365p.
Missouri Schools for the Retarded, Title I Project. Program Enrichment for State Schools for Retarded.
Missouri Schools for the Retarded
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; state programs; federal aid; enrichment programs; case histories (education); program evaluation; physical recreation programs; preschool programs; televised instruction; video tape recordings; speech therapy; summer programs; inservice teacher education; parent school relationship; home visits; Elementary and Secondary Education Act Title I Project; ESEA Title I Project; Missouri

Enrichment programs conducted in Missouri state schools for trainable mentally retarded (TMR) children under Title I funding in 1967 are evaluated. Charts give the progress of 153 TMR pupils in the physical fitness programs conducted in three schools while case histories indicate improvement of six children in a prekindergarten enrichment program. The progress of a video tape teaching project is mentioned and two examples of pilot filmstrips developed are given. Reports and case histories submitted by speech teachers who conducted oral communication programs for 105 multiply handicapped TMR children in five day schools are presented. Reported by charts and pupil progress reports are results from a 6-week summer school training program offered by training centers to 542 TMR children; twelve independent studies resulting from the summer program are included. An account is given of an inservice teacher institute on new trends in TMR curriculum development which involved 150 teachers and supervisors. Finally, case histories and teacher reports from two schools which have home school coordinators provide an evaluation of the services obtained to solve children's school and family problems. (SN)

ABSTRACT 11599

EC 01 1599 ED N.A.
Publ. Date Apr 69 4p.
Baer, Lorraine; Stanley, Phyllis
A Camping Program for the Trainable Retarded.
EDRS not available
Education and Training of the Mentally Retarded; V4 N2 P81-4 Apr 1969

Descriptors: exceptional child education; mentally handicapped; camping; self care skills; trainable mentally handicapped; program planning; language enrichment; recreational activities; outdoor education

A camping program for trainable retarded children which was developed by a school system is discussed beginning with the number of pupils and instructors and the selection of a camp site. Specific goals of the program and organizational steps taken before departure are listed; rules and the responsibilities of the campers are described. Also described are homemaking and outdoor experiences and their part in the development of self care, social, and language skills. Recommendations for future trips are included. (RJ)

ABSTRACT 11977

EC 01 1977 ED N.A.
Publ. Date 68 117p.
Everitt, Clarence J.
The Mentally Retarded Child.
EDRS not available
Naylor Company, 1015 Culebra Avenue, San Antonio, Texas 78301 ($7.95).

Descriptors: exceptional child education; mentally handicapped; parent education; family problems; individual characteristics; parent counseling; academic achievement; educable mentally handicapped; trainable mentally handicapped; psychological evaluation; interdisciplinary approach; educational programs; parent attitudes

Written for parents of retarded children, the text discusses the acceptance of mental retardation and considers differences in retarded children. Facts and fictions about retardation, and the search for understanding are treated; also treated are the team which serves the retarded child, psychological evaluation, and children with learning problems. Charts of potential academic achievement and a form for an opinion survey on retardation are provided. (JD)

ABSTRACT 12066

EC 01 2066 ED N.A.
Publ. Date Jun 65 3p.
Scheerenberger, R. C.
A Current Census of State Institutions for the Mentally Retarded.
EDRS not available
Mental Retardation; V3 N3 P4-6 Jun 1965

Descriptors: exceptional child research; mentally handicapped; statistical data; institutional facilities; institutionalized (persons); institutional personnel; administrative policy; demography; population distribution; custodial mentally handicapped; educable mentally handicapped; trainable mentally handicapped; sex differences; overpopulation; educational programs; residential programs; institutional schools; census figures

Results of completed questionnaires concerning the development, capacity, admission policies, population, and personnel of 138 state institutions serving the mentally retarded are reported. Tables provide statistics on the historical development of state institutions, rated capacity and actual population, admission policies (legal and voluntary commitment), distribution of residents according to level of retardation and chronological age, programs for retarded residents, and institutional personnel. (RK)

ABSTRACT 20112

EC 02 0112 ED N.A.
Publ. Date Dec 65 4p.
Pappanikou, A. J.
The Role of the Institution in Post-School Programming for Trainable Retarded.
EDRS not available
Mental Retardation; V3 N6 P13-6 Dec 1965

Descriptors: exceptional child services; mentally handicapped; trainable mentally handicapped; institutional role; residential programs; institutionalized (persons); institutional schools; vocational rehabilitation; program planning

Means of broadening postschool programing are discussed, with emphasis on correlating the needs of the individual and of society. Communication between institution and community and leadership responsibilities of both are described, with one institution's experience detailed to illustrate the following areas necessary to the development of postschool training programs: legislative, policy formulation, research, teacher procurement, ancillary services, budget, and parental relationships. (JD)

ABSTRACT 20555

EC 02 0555 ED N.A.
Publ. Date Oct 66 10p.
Daly, Flora M.
The Program for Trainable Mentally Retarded Pupils in the Public Schools of California.
California State Department of Education, Sacramento, Bureau for Educationally Handicapped and Mentally Exceptional Children
EDRS not available
Education and Training of the Mentally Retarded; V1 N3 P107-18 Oct 1966

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; enrollment rate; educational programs; state programs; state aid; state standards; teacher certification; educational objectives; vocational education; educational trends; state legislation;

personnel; nonprofessional personnel; teacher aides; California Public Schools

Progress in the provision of programs for trainable mentally retarded under the auspices of the public schools of California is discussed. The following areas are included: progress from permissive to mandatory legislation, growth in enrollment and number of classes, state financial support, housing arrangements for classes, goals and objectives of programs, occupational training for older pupils, and major issues and challenges of the future. (Author)

ABSTRACT 20855

EC 02 0855 ED 028 550
Publ. Date 67 86p.
Implementing Programs for Trainable Mentally Retarded Children.
Indiana State Department of Public Instruction, Indianapolis
EDRS mf,hc
Prepared By A Committee Attending A Workshop (McCormick's Creek State Park, Indiana, June 26-30, 1967).

Descriptors: exceptional child education; mentally handicapped; program planning; state programs; curriculum; trainable mentally handicapped; teaching methods; state agencies; behavior change; language development; perceptual motor coordination; socialization; educational legislation; federal legislation; teacher evaluation; facility requirements; physical education; effective teaching; organizations (groups); educational programs; Indiana; Elementary and Secondary Education Act

Guidelines for the development of programs for trainable mentally retarded children are presented. Major task areas identified are the family group, communication skills, physical development, socialization, recreational interests and skills, and preparation for work oriented activity. Six papers are presented: precision teaching and behavior modification at the Johnny Appleseed School, by James T. Austin; establishment of conference purposes and aims, by Leslie Brinegar; the Elementary Secondary Education Act of 1965, by Corrine Walker and by Ben Rice; the quality of programs for the moderately retarded, by Keith Stearns; and physical education for the retarded, by Dr. Robert Yoho. Appendixes describe classroom facilities, sources of funding, and service agencies, as well as list sources of instructional materials, programs, and 49 annotated references. (RK)

ABSTRACT 21481

EC 02 1481 ED 034 359
Publ. Date 69 20p.
Trainable Mentally Retarded; A Guide to Programming.
Georgia State Department of Education, Atlanta, Division of Special Education and Pupil Personnel Services
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; program guides; sensory training; language development; social adjustment; physical development; vocational development; mentally handicapped; program planning; communication skills

Development of the following aspects in programing for the trainable is discussed: communication skills, motor coordination, emotional adjustment, self concept, self care and health, social adjustment, recreational activities, safety, moral and spiritual values, and aesthetic appreciation and economic usefulness. Curriculum activities presented consist of sensory and emotional development (using clay, painting, sand, drawing, cutting, and pasting), language development (conversation period, story telling, finger plays, and dramatization), social adjustment (rest, play, music, rhythms, instruments, and listening), physical development, and economic usefulness (lunch program, meal preparation, household activities, outdoor activities, and woodworking). Appendixes include lists of equipment and activities. (JM)

ABSTRACT 21483

EC 02 1483 ED 034 361
Publ. Date 69 135p.
Jacobs, Jerry
The Search for Help: A Study of the Retarded Child in the Community.
EDRS not available
Brunner/Mazel, Publishers, 80 East 11th Street, New York, New York 10003 ($5.95).

Descriptors: exceptional child education; mentally handicapped; identification; educational programs; parent reaction; family relationship; preschool programs; teacher attitudes; mongolism; family problems; physicians; parent attitudes

The problems of diagnosis and prognosis of mental retardation are discussed and include the doctor parent interaction, its nature and consequences, and current outlooks as self-fulfilling prophecies. Aspects of educational programs treated are referral to available facilities, parent and child background, preschool programs, the retarded as teachers, education after preschool, evaluation of the preschool program by parents, teaching methods, administrative concerns, teacher preparedness, and teacher education. Attention is also given to the child's effect on the family: infanticide, institutional care, daily problems, adolescence and adulthood, care of the child upon the death of the parents, and effects on the parents and siblings. (JM)

ABSTRACT 21579

EC 02 1579 ED N.A.
Publ. Date Feb 70 2p.
Musick, James K.; Luckey, Robert E.
Program Profiles: A Token Economy for Moderately and Severely Retarded.
EDRS not available
Mental Retardation; V8 N1 P35-6 Feb 1970

Descriptors: exceptional child education; mentally handicapped; behavior change; program descriptions; operant conditioning; positive reinforcement; institutionalized (persons); trainable mentally handicapped; custodial mentally handicapped

To improve the behavior of those moderately and severely retarded no longer attending classes, a token economy was established at Denton State School. Good behavior was rewarded with social and recreational privileges. Prior to the one-year study, residents frequently complained of illness and exhibited unruly behavior. At its conclusion, students occupied their time constructively, performing chores, attending to personal grooming, and cooperating with superiors. Undesirable behavior and reports of sickness had decreased. Employees gained new respect for their charges and were eager to provide them with enjoyable activities. (Author)

ABSTRACT 21755

EC 02 1755 ED 035 134
Publ. Date 69 66p.
Take the Train Out of Trainable; Conference Proceedings of Institute fo Teachers of TMR.
Georgia State Department of Education, Atlanta, Program for Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; educational programs; physical education; recreation; psychological evaluation; art; handicrafts; language development; program planning; testing; student evaluation; health programs; physical environment; community role; mentally handicapped; behavior change; reinforcement; teaching methods

Conference papers are concerned with the overall curriculum for the trainable mentally handicapped, physical education and recreation, a psychological evaluation, arts and crafts and associated learning, and language development. Discussed are matters of contingency management in the classroom, programing, evaluation and testing instruments, reporting to parents, individual evaluation of the children, and planning a health program for mentally retarded children. The problems of physical environment as related to special education and the role of the community are also included. (JM)

ABSTRACT 22265

EC 02 2265 ED N.A.
Publ. Date Apr 70 5p.
Nawas, M. Mike; Braun, Stephen H.
The Use of Operant Techniques for Modifying the Behavior of the Severely and Profoundly Retarded: Part I. Introduction and Initial Phase.
EDRS not available
Mental Retardation; V8 N2 P2-6 Apr 1970

Descriptors: exceptional child education; mentally handicapped; behavior change; operant conditioning; training techniques; trainable mentally handicapped; custodial mentally handicapped; program descriptions

The first of a series of three papers, the article presented in this issue outlines the initial phases of an operant program and the fundamental steps which must be

taken to enhance the viability of the program. Papers II and III, which will appear in successive issues, will deal respectively with the application of the specific operant techniques and with the means available for the maintenance, in the absence of concrete reinforcement, of the acquired behaviors. (Author)

ABSTRACT 22880

EC 02 2880 ED 040 532
Publ. Date 70 58p.
Handbook for Administrators: A Guide for Programs for the Mentally Retarded.
Tennessee State Department of Education, Nashville
EDRS mf,hc

Descriptors: exceptional child education; state programs; mentally handicapped; administrator guides; program administration; educable mentally handicapped; trainable mentally handicapped; educational programs; program evaluation; Tennessee

Guidelines are provided for the development and operation of Tennessee programs for the mentally handicapped. Information on the two separate educable and trainable programs covers goals, administration, and instructional program. Guidelines for evaluation are also presented; a list of services is appended. (JD)

ABSTRACT 23123

EC 02 3123 ED N.A.
Publ. Date 70 9p.
Brown, Lou and Others
Using Behavior Modification Principles to Teach Sight Vocabulary.
EDRS not available
Teaching Exceptional Children; V2 N3 P120-8 Spr 1970

Descriptors: exceptional child research; mentally handicapped; behavior change; sight vocabulary; trainable mentally handicapped; educational methods; group instruction; individual instruction; program evaluation; learning processes

To determine whether or not behavior modification techniques could be used to teach trainable mentally handicapped students sight words, an individual and a group study were conducted. The procedure involved the presentation of 57 words in groups of three with positive reinforcement for correctly labeled words until all groups in the series were correctly named. It was theorized that modeling and positive reinforcement would assist the learning process and that the student would be increasingly proficient at naming as the learning set was established. The assumptions were proven true; the group experiment was even more successful than the individual because of the reinforcement of the peer group. It is felt that expectations should be increased for the mentally handicapped as studies such as this indicate that they can accomplish more than simply survival tasks. (JM)

ABSTRACT 23436

EC 02 3436 ED 041 407
Publ. Date May 67 69p.
Architectural Contributions to Effective Programing for the Mentally Retarded. Conference Report of the Architectural Institute (Denver, Colorado, May 15-16, 1967).
American Association on Mental Deficiency, Washington, D. C.;
American Institute of Architects, Washington, D. C.;
National Association for Retarded Children, New York, New York
Rehabilitation Services Administration (DHEW), Washington, D. C., Division of Mental Retardation
EDRS mf,hc
National Association for Retarded Children, 420 Lexington Avenue, New York, New York 10017.

Descriptors: exceptional child services; institutional facilities; architectural programing; design needs; mentally handicapped; building design; administration, architects; program planning; space utilization; residential programs; environmental influences; taxonomy; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped

Conference participants consider the role of the architect and the programer in planning and constructing facilities for the mentally handicapped. David Rosen discusses the design problems of state institutions with particular reference to the Woodbridge State School in New Jersey; Gunnar Dybwad describes the need of the programer for the architect; and Arnold Gangnes treats the need of the architect for the programer. The architectural program is defined as a means of communication with the client by Edwin Cromwell, and the programing process is detailed by John Garber. Also provided are David Ray's and John Truemper's consideration of the programer and architect in action and J. Eugene McKee's treatment of planning for community facilities. Two forewords, excerpts from informal discussions, and a list of registrants are included. (JD)

ABSTRACT 23572

EC 02 3572 ED 042 305
Publ. Date 69 113p.
Rhodes, Leanne and Others
A Language Stimulation and Reading Program for Severely Retarded Mongoloid Children: A Descriptive Report. California Mental Health Research Monograph No. 11.
California State Department of Mental Hygiene, Sacramento, Bureau of Research
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; mongolism; language development; institutional environment; enrichment programs; language skills; language instruction; reading instruction; intellectual development; program descriptions

A longitudinal research study of the growth and development of 10 severely mentally handicapped mongoloid (Down's Syndrome) children reared together in a state hospital was conducted. They were tested regularly on the same scales, providing comprehensive histories of mental, psychomotor, and physical growth. When comparison with similar children reared at home emphasized the declining developmental patterns of the institutionalized group, an environmental stimulation program (eventually including reading) was designed to overcome their relative retardation. Intensive language stimulation training was the focal point. Described are means used to make the environment more stimulating, better structure daily routine, and motivate staff. Initial language stimulation and articulation training is outlined, including modifications made as the program progressed. Aspects of reading training and instruction are summarized. Findings thus far show improvement in articulation, greater expressive use of language, more extensive receptive language, significant increase in intellectual ability, and ability to read and enjoy simple books. Asocial behaviors have almost disappeared and destructive, random, or stereotyped acts have decreased. (KW)

ABSTRACT 30163

EC 03 0163 ED 043 181
Publ. Date Jul 70 83p.
Krantz, Gordon
Cooperative School-Rehabilitation Centers. Final Report.
Educational Research and Development Council Of the Twin Cities Metropolitan Areas, Inc., Minneapolis, Minnesota
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; cooperative programs; work study programs; rehabilitation programs; vocational training centers; program descriptions; adolescents; trainable mentally handicapped; vocational education; followup studies

The demonstration project involving the Cooperative School-Rehabilitation Centers (CSRC) for trainable mentally handicapped adolescents is described in areas of background, local planning, the planning grant, and beginning activities. Administrative concerns of staffing, program focus, responsibility structure, and negotiations for expansion are noted. The students' characteristics are presented, and brief descriptions of program areas including academics, arts and crafts, home economics, independent living, job training, music, physical education, and social perceptual training are provided. Followup data examines adjustments in employment and community integration. Also described are the role of the case manager, program innovations, program support activities, steps to employment, and the implications for the future of the Cooperative School-Rehabilitation Centers. (RD)

ABSTRACT 31262

EC 03 1262 ED 046 177
Publ. Date 69 46p.
Wickersham, Julia M. and Others

Educational Specifications for Physical Plant Exceptional Child Center. Facility for the Trainable Mentally Retarded.
Duval County Schools, Jacksonville, Florida
Florida State Department of Education, Tallahassee
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; architectural programing; educational facilities; educational equipment; mentally handicapped; program descriptions; classroom furniture; primary grades; intermediate grades; family life education; Florida

Educational specifications for a physical plant facility for trainable mentally handicapped children (for Duval County, Florida schools) are detailed in the document. Goals, objectives, and program content and activities (for primary, intermediate, preoccupational and family living levels) are outlined, including furniture and equipment listings, and special considerations for each level. Diagrams and floor plans for the plant facility are included. (CD)

ABSTRACT 31264

EC 03 1264 ED 046 179
Publ. Date 69 15p.
Educational Specifications for Center for Trainable Mentally Retarded.
Alachua County School Board, Gainesville, Florida
Florida State Department of Education, Tallahassee
EDRS mf,hc

Descriptors: exceptional child services; trainable mentally handicapped; educational specifications; educational facilities; mentally handicapped; program proposals; building design; architectural programing

Educational specifications for a center for trainable mentally handicapped children are outlined. Philosophy and objectives, and discernible curriculum trends for the future are provided. The site (planning, development, playground area, pupil transportation), the program (what the teacher does, what the student does or way of work, size of groups, school day--hours for students and teachers), space requirements (two preprimary rooms, two primary, and two intermediate rooms, supplementary office area, one clinic, one teacher's workroom, outside storage space for physical education equipment, and custodial storage space), special considerations (safety), and arrangement of facilities are discussed. (CD)

ABSTRACT 31275

EC 03 1275 ED 046 186
Publ. Date Jun 70 49p.
Graves, La/Verne and Others
Educational Specifications for a Facility for Trainable Mentally Retarded.
Marion County School Board, Ocala, Florida
EDRS mf,hc

Descriptors: exceptional child services; trainable mentally handicapped; educational facilities; architectural programing; mentally handicapped; program design; equipment utilization; Florida

Educational specifications for a facility for trainable mentally handicapped children are outlined. The educational programs of the school, overall facilities list, and area specifications are cited. Such areas as school lunch services, toilets, and custodial and mechanical equipment are discussed. (CD)

ABSTRACT 31468

EC 03 1468 ED 046 203
Publ. Date 70 29p.
Bialac, Verda, Comp.
The Severely and Profoundly Retarded: A Bibliography.
Washington State Library, Olympia
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; custodial mentally handicapped; bibliographies; mongolism; services; educational programs; training techniques; institutions; residential care; child care; child development

The bibliography lists references to literature on the profoundly and severely mentally retarded as an aid for people working with this level of retardate. Medical literature is not included. Citations are listed under one of the 15 following categories: broad aspects, community programs, conditioning, education, institutional services and residential hall programs, language and speech and hearing, mental processes and psychodiagnostics, parents and family, physical development, planning and legislation, professional services, recreation, self-help and practical skills, social and emotional development, and vocational habilitation and rehabilitation. (KW)

ABSTRACT 32294

EC 03 2294 ED N.A.
Publ. Date 71 134p
D'Amelio, Dan
Severely Retarded Children: Wider Horizons.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($4.95)

Descriptors: exceptional child education; trainable mentally handicapped; academic ability; curriculum design; teaching methods; basic reading; handwriting; mathematics; motor development; industrial arts; mentally handicapped; Scouting

Presented is a curriculum for severely retarded children (IQ less than 50) which involves both basic academic learnings and social accomplishments. The manual suggests that, using special teaching methods and breaking learning experiences into smaller units, many trainable retarded children (TMR) can learn fundamentals of reading, writing, and arithmetic. A discussion of such a child's potential consists of a description of the author's experience teaching TMR children. Of nine children who participated in academic work for a 2-24 month period, six made substantial progress in academic skills, suggesting that TMR children can do at least first grade academic work. Goals, specific teaching techniques, and learning activities are indicated for the academic skills of reading, writing, and arithmetic. Also presented are two units to encourage motor development: scouting and shop. The units are intended to supplement, not supplant, present programs of motor development. The activities of the scouting unit emphasize gross motor skills, while the shop unit activities for developing eye-hand coordination and hand and arm strength emphasize finer motor skills. (KW)

ABSTRACT 32382

EC 03 2382 ED N.A.
Publ. Date 71 462p.
Stephens, Beth, Ed.
Training the Developmentally Young.
EDRS not available
John Day Company, 257 Park Avenue South, New York, New York 10010.

Descriptors: exceptional child education; trainable mentally handicapped; educational diagnosis; evaluation criteria; rating scales; educational methods; teaching methods; training techniques; program design; skill development; mentally handicapped

Designed primarily for teachers of the moderately or trainable mentally retarded, the volume presents ways of assessing development and provides a rationale for program planning in the major areas of development. Following a description of the trainable retardate and his potential, Part 1 introduces teachers to developmental scales and developmental appraisal of cognitive, motor, language, and social abilities. Part 2, concerning areas of training (perceptual-motor, speech and language, self-help and independence, socio civic and recreation, and vocational), reviews programs designed to promote the progression of the individual to the next higher level of functioning. Part 3, dealing with methods useful in program implementation, examines the following methods and techniques of training: Montessori method, behavior modification, and discrimination learning. (KW)

ABSTRACT 32510

EC 03 2510 ED 051 604
Publ. Date Aug 70 15p.
Griffith, Marlin S.
A Sampling of Progress Achieved by Trainable Mentally Retarded Persons Enrolled in Community Centered Programs in the State of Colorado.
Colorado University, Boulder
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; trainable mentally handicapped; community programs; skill development; program effectiveness; mentally handicapped; day schools; Colorado

The study evaluated progress made by trainable mentally retarded (TMR) persons in community centered programs,

which allow them to remain with their families and in the community rather than being institutionalized. Evaluated were two experimental groups numbering 12 and 22 persons (mean ages 10 years 7 months and 10 years 2 months) who had been enrolled in two different community centered programs for 1-6 years (mean of 3 years), and a control group of 20 subjects (mean age 9 years 9 months) waiting to be enrolled. The TMR Performance Profile, a descriptive behavioral measure, was used to assess subjects' abilities in five major areas of daily activities: social behavior, self-care, communication, basic knowledge, and body usage. Both experimental groups scored significantly higher than the control group in all areas except self-care, in which only one experimental group scored significantly higher. It is concluded that systematic training programs as exemplified by the community centered concept significantly improve the skills and functioning of the TMR and that the development of such community centered programs is justified. (KW)

ABSTRACT 32964

EC 03 2964 ED N.A.
Publ. Date Jun 71 5p.
Watson, Luke S., Jr.
Program Profiles: Shaping nd Maintaining Behavior Modification Skills in Staff Members in an MR Institution: Columbus State Institute Behavior Modification Program.
EDRS not available
Mental Retardation; V9 N3 P39-43 Jun 1971

Descriptors: exceptional child research; mentally handicapped; behavior change; institutional personnel; institutions; reinforcement; program descriptions; community role; trainable mentally handicapped; Ohio

An institutional-community behavior modification program established at Columbus State Institute to habilitate trainable and custodial mentally handicapped residents is discussed. Utilization of contingency reinforcement with the staff as well as with the residents is a major strategy of the program presented. Two secondary goals are to provide a training facility for persons who will be invoived in behavior modification programs elsewhere, and to train workers who will provide manpower for a community behavior modification program. The makeup of the institution staff and the functions they serve in the program are described. The community phase of the program (staff, organization) is briefly described as well. Training, involving classroom training and ward internship, is detailed. Reinforcement techniques used in the program are also presented. The researchers note that the contingent reinforcement appeared to be effective in shaping and maintaining behavior modification skills in staff. (CD)

ABSTRACT 33004

EC 03 3004 ED N.A.
Publ. Date 71 164p.
Baranyay, Eileen P.
The Mentally Handicapped Adolescent.
EDRS not available
Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 ($7.40).

Descriptors: exceptional child research; mentallly handicapped; trainable mentally handicapped; social development; workshops; training techniques; adolescents; young adults; institutional schools; program descriptions

The Slough Project of the National Society for Mentally Handicapped Children explored a method of family style living and integrated, social and work training for mentally handicapped adolescents (IQ range 30 to 50). Seventy-eight adolescents (age range 15 to 25.6 years) lived at the training center for periods ranging from 7 months to 3 years 9 months. The project's keynote was freedom from an institutional approach with the objective of providing a viable alternative in community care. Thirteen to 15 adolescents lived in aesthetic, functional villas designed especially to emphasize the relaxed, family atmosphere. The adolescents ate breakfast and dinner as family units in the villas and were treated generally as responsible adults. Adolescents were taught specific production skills, personal responsibility for their work, the ability to travel independently, the ability to handle money, and other social skills. Results showed that 16% of the Slough trainees secured open employment as against the national average of 10% for those proceeding from industrial workshops to the open community. The sociological experiment was discussed in sufficient detail to be useful to program planners. (CB)

ABSTRACT 33091

EC 03 3091 ED N.A.
Publ. Date 67 30p.
Drowatzky, John N.
Evaluation of a Residential Camp Program for Mentally Retarded Children.

Toledo University, Ohio, College of Education
Lucas County Association for Mentally Retarded Children, Toledo, Ohio;
Joseph P. Kennedy, Jr. Foundation, Washington, D. C.
EDRS not available
Toledo University, College of Education, 2801 West Bancroft Street, Toledo, Ohio 43606.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; camping; program evaluation; counselor evaluation; physical activities; physical fitness

Presented is an evaluation of a residential camp program for trainable mentally handicapped children aged 8 years and older. The camp program seeks to develop self help, physical, recreational, and social skills, and consists of 3-week periods for boys and girls each, with campers attending for 1, 2, or 3 weeks. All children are placed in ability groups based on mental and chronological ages. The program aspects evaluated are: counselor efficiency, counselor acceptance of children, effect of camp program on children's physical fitness, and children's acceptance of camp activities. Results indicate that counselors do not change their opinion of individual children during the camp period, psychological inventory used does not aid counselor selection, older campers tend to receive lower ratings from counselors than do younger campers, no adequate physical fitness test is available for use with retarded children, and camp participation improves children's physical fitness status. Appended are exercises to help the mentally handicapped develop arms and shoulders, back, abdomen, and legs. (CB)

ABSTRACT 33169

EC 03 3169 ED N.A.
Publ. Date 71 6p.
Bloom, Barbara and Others
New Instructional Program Teaches Personal Property Concept to Trainable Children.
EDRS not available
Teaching Exceptional Children; V3 N4 P195-200 Sum 1971

Descriptors: exceptional child education; trainable mentally handicapped; instructional materials; personal values; teaching methods; mentally handicapped; curriculum; audiovisual aids

Described are the contents of a two package program developed by curriculum, media, and evaluation specialists at the Special Education Instructional Materials Center at the University of Wisconsin for the purpose of teaching concepts of personal property to trainable mentally retarded students (CA 6-10). Several different teaching approaches are used, with opportunities for social and token reinforcement. The total program requires 5 days for implementation. The behavioral objective of the first package is identification of different children's personal property, while the second package teaches the right thing to do in a situation involving another person's personal property. Packages include a slide-tape program, flannel board exercises, class discussion phase, and teacher evaluation of student understanding. (KW)

ABSTRACT 40056

EC 04 0056 ED 054 592
Publ. Date 70 26p.
Ayllon, T.; Barnes, Jarvis
Design for a Nine-Month School-Wide Program of Token Reinforcement for the Trainable Mentally Retarded. Research and Development Report, Volume IV, Number 4.
Atlanta Public Schools, Georgia
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; program descriptions; positive reinforcement; academic achievement; behavior change; operant condi-

tioning: elementary education; educational programs; motivation techniques

Outlined are plans for a 9-month elementary school-wide program of token reinforcement for the trainable mentally retarded (TMR), which is said to allow for later additional components. Program focus is to be application of reinforcement to TMR academic work. All children will take the Metropolitan Readiness Test in pretest and posttest design for program evaluation. Academic subjects featured are reading, writing, and arithmetic. Children will earn color-coded bottle caps as token reinforcement for correct academic work that can later be exchanged for back-up reinforcers. Program orientation for teachers and children are explained, with children orientation including response priming, reinforcer priming, diagnostic evaluation, and analysis of test scores. Appended are daily schedules for a teacher plan for management of increased enrollment, and for specialists in music, art, gym, and family center. Also appended are forms for recording token exchanges. (CB)

ABSTRACT 40267

EC 04 0267 ED N.A.
Publ. Date 71 118p.
Stevens, Mildred
The Educational Needs of Severely Subnormal Children.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202.

Descriptors: exceptional child education; trainable mentally handicapped; mentally handicapped; teaching methods; educational needs; teacher role; program planning; class activities

Addressed to teachers of severely mentally retarded children, the book suggests practical methods and activities which can be used by such teachers. Examined in detail are the following educational needs, or essentials for educational development, of severely retarded children: to be known as a person, to have freedom of movement and activities in a structured environment, to receive praise; to have an immediate response to interests and language, to have opportunities for play and a varied and stimulating program of activities, and to have planned systematic individual teaching by the same good teacher over a long period of time. Teaching methods described are based on teacher understanding of a developmental approach to education and depend on the teacher's knowledge of normal child development and application of this knowledge to the severely retarded. Following the examination of the needs of the children in terms of activities which they might experience, the second part of the book concerns itself with the teacher's role in satisfying further needs. Personal and emotional qualities needed by the teacher are described. Discussed are planning an interesting and dynamic educational program, with several examples of daily schedules presented, and the planning for systematic individual teaching as part of each child's weekly program. (KW)

ABSTRACT 40343

EC 04 0343 ED N.A.
Publ. Date Oct 71 3p.
Dearth, Beverly J. and Others
Teacher Supervisory Functions in TMR Programs.
EDRS not available
Mental Retardation; V9 N5 P41-3 Oct 1971

Descriptors: exceptional child education; trainable mentally handicapped; educational planning; teacher role; administrator role; mentally handicapped; educational programs; administrative policy

Described are results of a survey undertaken to compare perception of administrators and teachers in viewing relevant issues related to teacher-supervisory rites in community class programs for the trainable mentally retarded. The survey gives evidence that administrators and teachers are in general agreement concerning recommendations for educational procedures and practices. Divergent reporting is seen, however, between administrators' and teachers' perceptions of existing educational procedures and practices. The differing perceptions may suggest problem areas which deserve attention. The technique of comparing views and perceptions utilized in the study may suggest a procedure having wide applicability in uncovering problem areas in educational programs, generally. (Author)

ABSTRACT 40485

EC 04 0485 ED 056 444
Publ. Date Aug 70 72p.
Chalfant, James C. and Others
Systematic Instruction for Retarded Children: The Illinois Program--Experimental Edition. Final Report.
Illinois University, Urbana, Institute for Research On Exceptional Children
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-8-001025-1777(032)
BR-7-1025

Descriptors: exceptional child research; mentally handicapped; mongolism; language development; program evaluatin; custodial mentally handicapped; trainable mentally handicapped

The study sought to develop an integrated training program for children with mongolism based on their observed assets and deficits. The program's three major curricular emphases were self care skills, language development, and motor development needed in recreational activities. The teaching techniques included task analysis, behavior modification, systematic language instruction, and errorless learning. Field testing of the systematic language instruction area of curriculum was conducted in nine classes for custodial and trainable mentally handicapped children in three states. Four teachers received extensive training and supervision; four other teachers received minimal supervision; and one teacher was supervised by long-distance contacts. As a control, four contrast teachers used different curricula. Research findings were that teachers not previously exposed to systematic language instruction could, with supervision, effectively use it, and that retarded children taught by the systematic language instruction achieved better on a set of language concepts than did children exposed to a different method. The study was concluded with the recommendation that a number of demonstration centers be developed. (For related programed instruction guidelines, see EC 040 486, 040 539-41.) (CB)

ABSTRACT 40687

EC 04 0687 ED 057 520
Publ. Date 71 320p.
Dabney, Nelle, Ed.
Curriculum Guide for Teachers of Trainable Mentally Retarded Children.
Missouri State Department of Education, Jefferson City
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum guides; Missouri

The curriculum guide for trainable mentally retarded students in Missouri state schools for retarded children covers 10 major educational areas: sensory and perceptual training, oral language development, physical education, safety education, self care and personal health, interpersonal relatioas, fine arts, functional academics, home living, and vocational preparation. Listed for each area are learnings, procedures for the activity, and materials and equipment needed. Learnings are presented for three levels of development (primary, ages 6-10; intermediate, ages 10-14; advanced, ages 15-21), which are distinguished by the use of different colored pages. Information concerning resources and materials and a bibliography conclude each of the 10 areas covered. (KW)

ABSTRACT 40703

EC 04 0703 ED N.A.
Publ. Date Oct 71 10p.
Freasier, Aileen W.
Print Art: Sequential Task Programing for the Trainable Mentally Retarded.
EDRS not available
Education and Training of the Mentally Retarded; V6 N3 P98-107 Oct 1971

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; art; sequential learning; handicrafts; program descriptions; curriculum design

An experimental program is described in which the classroom teacher of trainable mentally retarded children incorporates an extensive hierarchy of logical sequences in structuring an arts and crafts curriculum to attain cognitive, emotional, sensory, and motor objectives. This program is based on a 3-month continuum of print art activities completed by trainable mentally retarded children enrolled

in the Margaret Roane Day Care Center, Ruston, Louisiana. Ranging from the simple to the complex, a total of 149 individual activities in 15 categories of print art were considered during the study. (Author)

ABSTRACT 41012

EC 04 1012 ED 058 687
Publ. Date 71 153p.
Ball, Thomas, Ed.
A Guide for the Instruction and Training of the Profoundly Retarded and Severely Multi-Handicapped Child.
Santa Cruz County Board of Education, California
California State Department of Education, Sacramento, Division of Special Education;
California University, Santa Cruz
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; multiply handicapped; curriculum guides; curriculum design; mentally handicapped; curriculum planning, California

The guide is intended for teachers of profoundly retarded and severely multiply handicapped children in California. It suggests relevant methodologies and media for such children as well as sample curricula for use in Development Centers for Handicapped Minors and state and private institutions. The major portion of the document consists of instructional plans which provide examples of activities and programs in specific curriculum areas and which are intended as guides to curriculum planning. Major areas covered are ambulation, stimulation, communication, self help skills, imitation, and behavior problems (self destructive behavior, aggression, and blindism). Each instructional plan states objectives, prerequisites, instructional methods, and learning activities, and is followed by a critical commentary identifying strong points and difficulties perceived in the plan. A final section discusses theoretical considerations involved in a philosophy of curriculum planning for Development Centers. (KW)

ABSTRACT 41084

EC 04 1084 ED N.A.
Publ. Date Dec 71 4p.
Hallet, Patricia and Others
A Language-Based Curriculum for the Mentally Retarded.
EDRS not available
Mental Retardation; V9 N6 P9-12 Dec 1971

Descriptors: exceptional child education; trainable mentally handicapped; curriculm development; language programs; educational programs; mentally handicapped; language development; program descriptions

Described is a program utilizing a language-based curriculum guide consisting of experiential activities based on the normal language developmental sequence which was devised for teaching 30 severely and profoundly mentally retarded students. The guide provided for assessment, flexibility, and creativity in the teaching approach. Students were screened and divided into three groups based on listening and language abilities. The daily program was divided into three periods: language, fine motor, and gross motor. Each group rotated daily through these periods. (Author)

ABSTRACT 42614

EC 04 2614 ED 064 848
Publ. Date 72 81p.
A Guide for Teachers of Trainable Mentally Retarded Children.
Oklahoma State Department of Education, Oklahoma City, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; guidelines; special education teachers; educational programs; mentally handicapped; educational philosophy; curriculum; parent counseling; equipment

The guide for teachers of trainable mentally retarded (TMR) children is thought to be valuable especially to teachers, administrators, and other workers in public schools who are involved in educational programs for the children. Discussion of a general approach to the problem of educating TMR children in the public schools inc udes the topics of background philosophy, the state program, administration and policies, general aims and objectives, suggestions for evaluation of students including an evaluation check list and the curriculum needed at different age levels. Curriculum materials are then suggested as guides to the type of activities which were said to have been successfully used by teachers in TMR classes. Materials were suggested for areas of social adjustment, self care, home-community usefulness, physical education, language development, number concepts, music therapy, and art therapy. Parent counseling is then briefly covered. Sample programs are then provided for preschool, primary, intermediate, and teenage levels, and for music therapy and arts therapy activities. Selected equipment for use in TMR classes is also listed. (CB)

ABSTRACT 42943

EC 04 2943 ED N.A.
Publ. Date 72 250p.
Hunter, Marvin H. and Others
The Retarded Child from Birth to Five: A Multidisciplinary Program for the Child and Family.
EDRS not available
John Day Company, Inc., 257 Park Avenue South, New York, New York 10010 ($10.95).

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; infancy; early childhood; program descriptions; interdisciplinary approach; identification; diagnostic tests; medical treatment; home instruction; educational programs; communication skills; family role; psychotherapy; case studies

Placing its major emphasis on interdisciplinary services for the trainable mentally retarded, the book about retarded children aged 0 to 5 years discusses early identification and treatment, the diagnostic process, treatment programs and family treatment. Incidence, prevention, periods of identification, family perspective, initial reactions and a multidisciplinary center are considered briefly. A multidisciplinary diagnostic evaluation is described as the means of gaining a total picture of the child and his family and of forming an individualized program of stimulation and training for the child. The initial inquiry, components of the diagnostic process (social worker, medical evaluation, laboratory procedures, nurse's visit to the home, psychological, educational, and speech and language evaluation), the diagnostic staff conference, and the informing interview are treated. Noting the need of retarded children for perceptual and motor stimuli of more than average intensity and frequency, the authors describe the following treatment programs for the child: medical treatment program including drug therapies, special dietary regimens, surgical, ophthalmological, dental, and corrective procedures, genetic counseling, and the physician in the team; home training program focusing on such activities as feeding, exercise, sitting, standing, crawling, and verbal reinforcement; school program; and communication program involving language especially therapy and a communications curriculum. Emphasizing the especially crucial importance of the family in the development of retarded children, the authors recommend maximal family involvement in both child treatment programs and treatment programs specifically for the family including parental psychodynamics, individual psychotherapy, and group psychotherapy. A case study recounts the progress of a young mongoloid girl and her family through the various services and programs that can be provided by a large, multidisciplinary center for retarded children.

ABSTRACT 42945

EC 04 2945 ED N.A.
Publ. Date 72 319p.
Molloy, Julia S.
Trainable Children; Curriculum and Procedures. Revised Edition.
EDRS not available
John Day Company, 257 Park Avenue South, New York, New York 10010 ($8.50).

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; educational planning; curriculum evaluation; professional personnel; diagnostic teaching; physical development; emotional development; intellectual development; social development; handicrafts; grades (scholastic); behavioral objectives; equipment; teacher methods; guidelines

The volume about trainable mentally retarded (TMR) children is intended as an aid for planning programs, for presenting basic learning techniques, and for evaluating the curriculum and student progress. The trainable child and his school

are discussed in terms of new developments in the teaching of retarded children, a typical week's program to be initiated by a new special education teacher, planning a day for the TMR child, creating a suitable physical environment, and evaluation for curriculum, planning, parent reports, and permanent records. The functions of the teacher, social worker, nurse, parents and volunteers in a special school are considered along with aspects of psychological assessment, language evaluation, treatment of multiply handicapped children and prescriptive teaching via the Illinois Test of Psycholinguistic Abilities. Components of programs in the following growth areas are considered: physical growth, especially body image, gross and fine motor development, the grasp function, self care, physical education, play, and handwriting; emotional growth as reflected in behavior; social growth, especially language, communication, child care training, and vocational training; intellectual growth involving observation of the external world, numbers in daily living, reading and color; and aesthetic growth through arts and crafts, music, and dance. Behavioral objectives, management procedures and necessary materials are described for nursery, kindergarten, primary, intermediate, senior and young adult training levels. For instance, in the activity of identifying body parts, it is suggested that participants use bean bags for kinesthetic reinforcement of body parts, assemble body parts to form a whole, and identify body parts on others by means of bean bags, mirrors, manikins, dolls, puzzles and pictures. Appendixes provide lesson plans, journals, forms used in various record keeping procedures, balance beam exercises, and patterns for tracing as handwriting practice.

ABSTRACT 50273

EC 05 0273 ED 070 229
Publ. Date May 72 298p.
Selznick, Harrie M. and Others
Trainable Mentally Retarded Staff Deployment Project.
Baltimore City Public Schools, Md.
EDRS mf,hc

Descriptors: exceptional child research; trainable mentally handicapped; staff role; nonprofessional personnel; cost effectiveness; mentally handicapped; educational programs; program descriptions; teacher aides

Reported was a project which revised the staffing pattern at a school for trainable mentally retarded (TMR) students in an attempt to increase the program's cost effectiveness and to maintain the quality of classroom instruction while utilizing personnel without special training in the majority of classroom assignments. Examined were the project's management and performance objectives: providing one master teacher to work with each group of three classroom interns; organizing an instructional day for nine classes containing 10 EMR students each; arranging a lunch period in which eating skills and nutritional knowledge could be taught; establishing orientation, preservice and inservice training programs for staff members; rating the progress of experimental and control groups of TMR students for psycholinguistic abilities, social maturity, and vocabulary; administering a parent questionnaire; and computing per pupil costs for instructional personnel in both control and experimental staffs. The project was evaluated in detail for each of the stated management and performance objectives. Presented were curriculum guides developed as part of the instructional program in the areas of arithmetic, pupil arrival time, arts and crafts, communication skills, home arts, and physical education. (GW)

ABSTRACT 50475

EC 05 0475 ED N.A.
Publ. Date Oct 72 2p.
Happ, F. William; Lyon, Susan
Communicative Skills for Trainables.
EDRS not available
Mental Retardation; V10 N5 P38-9 Oct 1972

Descriptors: exceptional child education; trainable mentally handicapped; communication skills; speech therapy; group therapy; mentally handicapped; program descriptions; educational programs; interpersonal competence

Discussed is a program in which trainable mentally retarded children were grouped according to similarity of communicative functions and directed in activities intended to promote peer interaction and to develop leadership abilities. The goal of the program is said to have been the application of skills acquired in speech therapy sessions to variant situations of interpersonal exchange and group activities. The importance of cooperation among speech clinicians, teachers, and parents is emphasized. (GW)

ABSTRACT 50517

EC 05 0517 ED 071 242
Publ. Date Jan 72 28p.
Rynders, John E.; Horrobin, Margaret
A Mobile Unit for Delivering Educational Services to Down's Syndrome (Mongoloid) Infants. Research Report #30.
Minnesota University, Minneapolis
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OE-99-332189-4533(032)

Descriptors: exceptional child research; mongolism; mobile classrooms; itinerant teachers; language instruction; mentally handicapped; infancy; educational programs; program descriptions

A mobile unit was used over a 2 1/2 month period to demonstrate that a mobile tutoring program for eight infants with Down's syndrome (12 to 18 months old) had certain educational, economic, and logistical advantages. The vehicle and camper body were said to have been chosen according to the following criteria: sufficient height to permit an adult to stand without stooping, basic housekeeping and child care accomodations, a working area large enough to accomodate one child and one adult; and adequate lighting, heating and cooling apparatus. The program employed two undergraduate women selected because of their ability to relate to young children effectively, careful driving habits, excellent language skills, and willingness to help create and carefully implement lesson plans. The curriculum emphasized planned language stimulation through gamelike activities such as finger plays, music, art, tea parties, sandbox activities and water play. It was reported that seven of the eight children adapted readily to the new learning environment and that the cost of providing itinerant teaching services (three hours per child per week) compared favorably with the usual cost of providing a public school teacher for homebound children. (GW)

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LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond LIPCO.s control and without negligence on the part of LIPCO; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY

LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

8. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

9. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

10. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.